***Cultural Advocacy and Action Plan (CAAP)***

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MELS 614

June 21, 2011

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**Part A**

**TWCS/Climate Survey Analysis**

For the CAAP evidence I analyzed both the NC Teacher Working Conditions and the Spring Cultural Survey of 2011 for Harmony Elementary School. I also analyzed the data from the SIP plan and EOG results. Participants in the data included the 50 staff at Harmony elementary school in 2009 and 2010 who completed the Teacher Working Conditions Survey in the spring of 2010, the 107 parents of Harmony Elementary School who completed the Climate Survey in the spring of 2011, and the 258 third through fifth grade students of Harmony Elementary School who took their end of grade tests in May of 2010 and 2011.

I looked for opportunities for improvement that could be addressed in this project in the five areas of teacher empowerment, leadership, facilities, resources and time. I focused my project around these five areas based on the lowest percentages and on key items in the data.

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Focus** | **Key Item** | **Survey Source** | **Reported Percentage out of 100%** |
| Empowerment | *Teachers have an appropriate level of influence on decision making at the school* | NCTWCS (2010) | 65% |
| Leadership | *School administrators consistently enforced rules for student contact* | NCTWCS(2010) | 69% |
| Facilities | *The school is neat and clean and well maintained.* | Spring Climate Survey 2011 | 94% |
| Resources | *Staff has sufficient access to instructional technology including computers, printers, software and internet access.* | NCTWCS (2010) | 41% |
| Time | *Teachers have time available to collaborate with colleagues.* | NCTWCS(2010) | 79% |

**Part B**

**Needs Assessment**

Using the Survey maker through ISS websites, I then developed a Needs Assessment based on the Climate Survey Analysis. Please see attached.

**Setting:** The participants of the Needs Analysis will be selected members of the staff and selected parents of Harmony Elementary School.

**Purpose of Needs Assessment:** To select a sample of teachers and parents that will provide feedback, via data, to ensure that the findings align with the data derived from the NC TWCS and the WSFCS Parent Survey.

**List of Participants:**

\*\*\*Participants have been assigned Identification Letters to Protect Identity

|  |  |
| --- | --- |
| **Participant Identification** | **Stakeholder Role** |
| Participant A | K Teacher |
| Participant B | 1st Grade Teacher |
| Participant C | 2nd Grade Teacher |
| Participant D | 3rd Grade Teacher |
| Participant E | 4th Grade Teacher |
| Participant F | 5th Grade Teacher |
| Participant G | Music Teacher |
| Participant H | P.E. Teacher |
| Participant I | K-5 Teacher |
| Participant J | Community Volunteer |

\*\*\* Please find Needs Assessment Form Attached

**Findings:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| Teachers have an appropriate level of influence on decision making at the school. | 25.00% | 40.00% | 5% | 5% | 25% |
| School administrators consistently enforced rules for student contact | 58.00% | 10.00% |  | 1% | 30.00% |
| The school is neat and clean and well maintained. | 90.00% | 4.00% |  |  | 6.00% |
| |  |  | | --- | --- | |  | Staff has sufficient access to instructional technology including computers, printers, software and internet access. | |  | 40.00% | 30.00% | 10.00% | 20.00% |
| |  |  | | --- | --- | |  | Teachers have time available to collaborate with colleagues across grade levels and curriculum. | |  |  | | 39.00% | 40.00% | 5.00% | 6.00% | 10.00% |

The following questions were also included on the Needs Assessment:

|  |  |  |
| --- | --- | --- |
| 1. How can teachers be more involved in decision making at the school?  |  | | --- | | 1. How is PBIS working at this school if not why not?\* 2. What areas are in need of maintenance in cleaning? 3. What kind of technology would you need to achieve 21st century teaching and learning? | |  | |
|  |

**Recommendations:**

Through the Needs Assessment, the following recommendations were made by individuals who participated in the survey.

1)

* Input given on school budget in gap areas by teachers.
* Minority teachers, enhancement teachers, ec teachers, and parents on SIT team.

2

* Continue School wide PBIS and implement PBIS in the classroom.

3)

* Do school walkthrough to determine building needs.
* Create checklist for building needs.

4)

* Update technology to include wireless access, projectors, smartboards, document cameras, digital cameras, and laptops for all classes including enhancements.
* Centralized Router for Wireless Connection

Laptop upgrade for speed

5.)

* Marzano's Strategies and problem solving
* Integrated units
* Anything centered around using technology to engage students.

**Part C**

**School Environment Analysis:**

**Quantitative Data:**

**School Setting:**

Harmony Elementary School serves K-5 in a rural community school environment. It is one of 15 elementary schools that provides schooling to elementary students living in, or in the close surrounding area of Statesville NC. It is one of two elementary schools serving the northern portion of Iredell County, N.C. According to the 2010 US Census, there were 159, 437 people residing in Iredell County, NC. The following demographics describe the actual school setting in more detail.

|  |  |
| --- | --- |
| Enrollment | Grade Level |
| 76 | K |
| 57 | 1st |
| 92 | 2nd |
| 77 | 3rd |
| 103 | 4th |
| 78 | 5th |
| 483 | Total |

|  |  |
| --- | --- |
| Demographic Breakdown by Race | Percent of Total School Population |
| 39.00% | Hispanic |
| 42.00% | African American |
| 0.00% | Asian |
| 60.00% | Multi-Racial |
| 71.00% | White |

**Typically students are served in a self contained instructional setting across the grades with students attending enhancements as a group. For students in need of other services Exceptional Children are served through the “Full Inclusion” model in grades K-5 with some Resource pullout provided for speech and other services. Harmony Elementary School also hosts a self contained Exceptional Children’s class for children who need more support academically and personally.**

**Staff Qualifications:**

**HES Teachers Who Are Highly Qualified by Taught Subject Area and Grade Level:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | |  | Our School   2009 - 10 | 100% | | http://www.ncschoolreportcards.com/src/images/pixel.gif | 2008 - 09 | 100% | | http://www.ncschoolreportcards.com/src/images/pixel.gif | Percent Change between years | 0% | | http://www.ncschoolreportcards.com/src/images/pixel.gif | District | 100% | | http://www.ncschoolreportcards.com/src/images/pixel.gif | State | 100% | |

**HES Teachers with Advanced Degrees:**

|  |  |  |
| --- | --- | --- |
|  | Our School | 27% |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | District | 26% |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | State | 28% |

**Teaching Experience:**

|  |  |  |
| --- | --- | --- |
| 0 - 3 Years | 4 - 10 Years | 10+ Years |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | Our School | 15% | 36% | 49% |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | District | 20% | 39% | 41% |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | State | 20% | 32% | 48% |

**Achievement:**

The following chart represents

***Performance of Students in Each Grade Level on the ABC's End of Grade Tests.***

***2010***

***\*\*\*Retrieved from NC School Report Card***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | Grade 3 | | Grade 4 | | Grade 5 | | OVERALL | |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | Reading | Math | Reading | Math | Reading | Math | Reading | Math |
| Our School | 63.6% | 80.5% | 70.9% | 80.6% | 66.7% | 78.2% | 67.4% | 79.8% |
| http://www.ncschoolreportcards.com/src/images/pixel.gif# of Tests Taken | 77 | 77 | 103 | 103 | 78 | 78 | 258 | 258 |
| District | 67.8% | 83.3% | 74.2% | 84.7% | 71.9% | 81.7% | 74.1% | 85.2% |
| State | 66.4% | 81.9% | 71.6% | 83.0% | 71.1% | 81.2% | 70.1% | 81.8% |

\* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

***Performance of Students on theEnd of Grade Science Test for NCLB***

|  |  |
| --- | --- |
| http://www.ncschoolreportcards.com/src/images/pixel.gif | Grade 5 |
| Our School | 71.8% |
| http://www.ncschoolreportcards.com/src/images/pixel.gif# of Tests Taken | 78 |
| District | 68.7% |
| State | 68.9% |

\* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

***\*-School percentage data for Reading Achievement on End of Grade Tests in 2010-2011***

3rd grade 56% proficient down from 63% in 2009-2010

4th grade 68% proficient down from 74% in 2009-2010

5th grade 71% proficient up from 69% proficient in 2009-2010

Data for the proficiency of the entire school and data for subgroups was not available at the time of this analysis.

***Results-School percentage data for Math Achievement on End of Grade Tests in 2010-2011***

3rd grade 63% proficient down from 82% in 2009-2010

4th grade 72% proficient down from 82% in 2009-2010

5th grade 79% proficient up from 72% proficient in 2009-2010

\*These scores are the scores obtained from Iredell County Schools County Office after re-testing was completed.

**Qualitative Data:**

I made the following school based observations at Harmony Elementary School tailored to the findings of the NC Teacher Working Conditions Survey, the Spring Climate Survey, and the Needs Assessment generated for this project:

***School Based Observation/Comparison by Key Item***

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Item** | **NC Teacher Working Conditions Survey Data/ Spring Climate Survey Data** | **Needs Assessment Findings** | **Qualitative Data/Comparisons & Similarities** |
| **Teachers have an appropriate level of influence on decision making at the school**. | 65% NCTWCS | 25 % Strongly Agree | Although SIT team members are elected, there is not a representative for enhancements, EC or parents on the SIT team. Teachers are not asked input on decisions regarding the budget.. |
| **School administrators consistently enforced rules for student contact,** | 69% NCTWCS | 30% Strongly Agree | PBIS was implemented school wide this year and that has helped some, but there are still some inconsistencies for enforcement leading to inconsistences in administrative enforcement. |
| **The school is neat and clean and well maintained.** | 94% Parents on Spring Climate Survey | 6% Strongly Agree | There are areas in the school that continue to not be cleaned consistently, there are areas that need repair. |
| **Staff has sufficient access to instructional technology including computers, printers, software and internet access** | 41% NCTWCS | 20% Strongly Agree | The school has purchased projectors for every classroom but not all have been put up due to lack of funds. Classrooms do not have smart boards, and internet access is via cords not wireless. There are no document cameras, few digital cameras, and few video cameras. The video cameras that are in use are older and not digital. No pads exist for student use. Some teachers have been provided a laptop, others have not. This makes planning technological learning and interaction for students next to impossible. There is a lab with a smart board, but it is always full and so most teachers have no access to it. |
| **Teachers have time available to collaborate with colleagues across grade levels and curriculum.** | 79% NCTWCS | 10% Strongly Agree | PLC’s and common planning time are in place for on grade level planning, but currently if one wishes to plan with enhancement teachers that must be done at lunch or on your own after school. The Instructional Facilitator has begun to facilitate this planning but it would be optimal for teachers to be able to meet together to plan. |

**Part D:**

**Cultural Competence Audit:**

After reviewing all the data collected, in this process, I would like to propose the following recommendations to promote change in the needed areas:

|  |  |  |
| --- | --- | --- |
| **Key Item** | **Recommendations/Action Plan Items:** | **Individuals Responsible for Action:** |
| **Teachers have an appropriate level of influence on decision making at the school**. | 1. SIT team to review the laws and rules for SIT team. 2. SIT team election of enhancement, exceptional children, and parent should be done at the start of the school year. 3. Decisions to be made of purchases based on gap areas, then teachers allowed to vote on these purchases. 4. Voting discussed at first of year with staff. Consensus agreement for purchases made. | 1) SIT team chair  2) Teachers  3) Staff  4.) Principal/staff/SIT team. |
| **School administrators consistently enforced rules for student contact,** | 1. Principals to hold quarterly town hall meetings, updating parents on school wide events, issues. 2. PBIS continued at the school level. 3. PBIS implemented at the classroom level, with training to be done at the first of the year during a faculty meeting. 4. Character education done through PBIS during training sessions. 5. Anti bullying teaching done via PBIS through training sessions.. | 1) Principal.  2) All staff  3) PBIS committee/staff  4) PBIS committee/staff  5.) PBIS committee/staff |
| **The school is neat and clean and well maintained.** | 1. Quarterly walk through of the building using check off sheets done to determine areas of need. 2. Needed improvements documented and forwarded to downtown maintenance as well as school maintenance. 3. Supervision of needed repairs and improvements. | 1) Principal  2) Principal county and local maintenance.  3) Local maintenance and principal. |
| **Staff has sufficient access to instructional technology including computers, printers, software and internet access** | 1. Projectors tp be installed. 2. Wiring for projectors to be completed. 3. Wireless routers to be installed 4. Laptops to be upgraded to Wireless. 5. Purchase of laptops for all staff. 6. Purchase of smartboards and other interactive technology for all staff. 7. Purchase of video and still digital camera for use by staff. 8. Quarterly Professional Development for Technology will be brought into the school. To be led during All Planning Periods. 9. ) A survey will be taken quarterly at Staff Meeting for needed PD Topics. PD will be brought in Monthly around the requested topics. | 1) Principal, Central Office, Technology Instructors.  2) Principal, Central Office, Technology Instructors.  3) Technology Instructors.  4) Technology Instructors  5) Technology Instructors, Technology committee  6.) Technology Instructors, Technology committee  7) Technology Instructors, Technology committee.  8) Technology Instructors, Technology committee, Outside providers, Instructional Facilitator  9) Staff, Instructional Facilitator. |
| **Teachers have time available to collaborate with colleagues across grade levels and curriculum.** | 2) 1 staff meeting Planning Workshop will be sponsored quarterly to promote “Vertical Alignment” Among Departments.  3) Staff Meeting will move to a ”working” style, where teachers will collaborate on discussed/assigned instructional tasks. | 1) Teachers, Instructional Facilitator  3) Principals and Teachers. |

***\*\*\*The above Action Plan Steps have been organized, chronologically, in Pert Chart format on page 12, Part E.***

***\*\*\*\*A process journal will be kept and evaluated at the end of the year.***

**Part E**

**Graphical Organization Chart**

Development of vertical alignment planning time, staff development.

Summer 201

Facilities walk through using check lists. Summer 2011

Laptop/Desktop Wireless Upgrade

Summer 2011

Quarterly Staff Meeting

Survey on PD Topics

August 2011/Quarterly

Vertical Alignment staff meetings August 2011/Quarterly

School wide implementation of PBIS strategies by teachers in classroom.

August 2011/Ongoing.

Purchase of technology.

August 2011/ongoing.

Outside technology workshop all planning periods. Aug. 2011/ongoing.

2nd Town Hall meeting by principal on significant issues

October 2011

2nd quarterly facilities walkthrough and report.

October 2011/quarterly

Vote by staff on purchases based on gap areas.

March 2012

Survey/Data

Collection &

Analysis

Close of Academic

Year

2012

Projectors installed, wiring for projectors completed

Summer 2011

SIT review of laws/bylaws/rules

Summer 2011

Facilities needs to county maintenance and school maintenance.

Summer 2011

Town Hall style meeting by principal on significant issues

August

2011

Staff Meetings To Move to “Working

Sessions.”

August 2011

SIT and principal begin budget planning based on gaps.

January 2012

SIT election of enhancement, EC and parent representatives.

Aug. 2011

Staff development on PBIS, Technology, and Marzano, HOTS and problem solving strategies.

August 2011/Monthly